

SUMMARY OF PROPOSED AMENDMENTS TO TENNESSEE'S ACCOUNTABILITY WORKBOOK

Spring 2006

Original Policy	Proposed Revision	Justification	Negotiated Amendment
All students' test scores appear in one or more subgroups and all subgroups with 45 or more students are included in AYP determinations.	Students displaced by Hurricanes Katrina and Rita will be counted in a separate "displaced" subgroup for NCLB reporting and accountability purposes. These students' scores will only count in this subgroup. This subgroup will not affect AYP determinations. The achievement of the displaced student subgroup will be reported at school and district levels on the annual report card.	In a letter to Chief State School Officers on September 29, 2005, Secretary Spellings offered states a flexibility option to create a separate subgroup for students displaced by Hurricanes Katrina and Rita given the unique events facing the children and their families. Tennessee public schools educated approximately 2,400 students displaced by Hurricanes Katrina and Rita during the 2005-06 school year.	Approved. The displaced subgroup participation rate will be included in AYP calculations. Students who score below proficient in reading/language arts or math must be provided remedial services. http://hurricanehelpforschools.gov/letters/5-states.html
The numerator of the graduation rate includes students who graduated with a regular diploma in the standard number of years, defined as 4 years and one summer for most students, or 5 years and one summer for certain students with disabilities or English language learners.	Tennessee will apply an extended-time graduation rate for AYP purposes to encourage schools to serve students who need more than 4 years and one summer to graduate with a regular diploma. The State will report both on-time and extended-time graduation rates on the Annual State Report Card. Only the extended-time graduation rate will count for AYP purposes.	The State aims to motivate schools to give all students the encouragement and support to graduate from high school with a regular high school diploma. By applying an extended-time graduation rate for AYP, the State accountability system would give schools a strong incentive to help at-risk students who need extra time to complete requirements for the high school diploma.	Proposed.
For limited English proficient (LEP) students, Tennessee uses an alternate assessment that is aligned with grade level content standards in reading/language arts.	LEP students will participate in the State's regular reading/language arts and math assessment for Title I AYP purposes. The alternate assessment in reading/language arts will only be used for Title III accountability purposes.	Tennessee's alternate assessment for LEP students did not meet the requirements of the federal Title I Peer Review of Standards and Assessments, therefore cannot be used for AYP purposes under Title I.	Orally approved.

Tennessee applies the 1% flexibility provision at both the district and state level for the inclusion of proficient scores on the alternative assessment for students with disabilities held to alternative standards.	Tennessee will apply the interim flexibility for students with disabilities extended by Secretary Margaret Spellings on December 14, 2005. By committing to adopting modified achievement standards for additional 2% of students with disabilities, Tennessee is eligible to adopt a proxy measure to calculate adjusted proficiency rates for the students with disability subgroup. Based on guidance from the U.S. Department of Education, Tennessee will add 13 percentage points to the students with disabilities cells for reading/language arts and math proficiency for purposes of determining AYP in schools where only one or both of these cells did not meet academic targets.	Tennessee supports the Secretary's efforts to increase the flexibility in AYP determinations for the students with disabilities subgroup.	Orally approved.
All districts which fail to meet annual measurable objectives in the same content area (math and reading/language arts) or the additional indicator (attendance rate or graduation rate) for two consecutive years in both their elementary/middle school and high school levels are identified as in LEA Improvement status, or moved to the next improvement category, which is LEA Corrective Action.	Tennessee clarifies that it uses the "Same Subject, All Grade Spans" practice to identifying districts for LEA Improvement and LEA Corrective Action. To be identified, districts must fail to meet annual measurable objectives in the same content area or additional indicator in elementary/middle and high school for two consecutive years. For example, districts must fail elementary/middle and high school Math for two years to be identified.	In a March 7, 2006 letter to Chief State School Officers, Assistant Secretary Henry Johnson outlined four common practices of identifying districts for improvement and asked states to submit clarifications of their practices.	Orally approved.
Tennessee calculates Safe Harbor according to the NCLB law. The State determines that Safe Harbor has been met when: <ol style="list-style-type: none"> 1. There is a 10% reduction in the percent of students below proficient 	Tennessee determines that Safe Harbor has been met when: <ol style="list-style-type: none"> 1. There has been a 10% reduction in the percent of students below proficient compared with the preceding year; a 19% percent reduction compared with two years ago; or a 27% reduction compared with three years ago. 2. That subgroup has also shown progress in meeting the additional indicator target. 	This extends Tennessee's practice of using 2-year and 3-year averages for determining whether subgroups have met academic targets.	Orally approved

<p>compared with the preceding year; and,</p> <p>2. That subgroup has also shown progress in meeting the additional indicator target.</p>			
<p>Tennessee uses the statutory NCLB AYP “status” and “safe harbor” models for making AYP determinations for all schools and districts. The status model requires that all subgroups reach annual measurable objectives in reading/language arts and mathematics achievement. The safe harbor model allows a subgroup that does not reach the annual measurable objectives to make AYP if it has made significant progress. This progress compares the performance of one group of students to another group of students.</p>	<p>Tennessee will use a growth model, in addition to the current status/safe harbor model, to make elementary/middle AYP determinations. The growth model will use individual student <i>projected scores</i> on an assessment three years into the future or high school. Districts and schools can make AYP with the projection model if all subgroups meet the annual measurable objective in both reading/language arts and mathematics and if all participation rate and additional indicator goals are met. The model will use current-year scores for students in 3rd grade, students new to the state, and students who take alternative assessments.</p>	<p>On November 18, 2005, Secretary Spellings announced a pilot program to give states the flexibility to test the use of growth models in making AYP decisions. Of 20 states that applied for the pilot program, Tennessee is one of two states to receive approval. Tennessee’s model will encourage schools to place all students on an accelerated path to proficiency.</p>	<p>Approved.</p> <p>http://www.ed.gov/admins/lead/account/growthmodel/tn/index.html</p>